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A SURVEY AND ANALYSIS OF MAJOR TASKS, KNOWLEDGES ASSOCIATED WITH WORK IN CHILD CARE OCCUPATIONS. FINAL REPORT.

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GROWING BODIES OF RESEARCH DEMONSTRATE THAT THE QUALITY OF HUMAN PERCEPTIONS, GOALS, AND RELATIONSHIPS DEPEND LARGELY ON EDUCATIONAL PROGRAMS THAT PREPARE MOTHERS AND CHILD CARE WORKERS TO FOSTER CHILDREN'S FULL INTELLECTUAL, PHYSICAL, AND EMOTIONAL DEVELOPMENT. A STUDY WAS CONDUCTED TO IDENTIFY KNOWLEDGE AND COMPETENCY CLUSTERS ASSOCIATED WITH NON-PROFESSIONAL CHILD CARE OCCUPATIONS FOR USE IN OCCUPATIONAL CURRICULUMS, OR FAMILY LIFE EDUCATIONAL PROGRAMS. A TOTAL OF 255 PERSONS EMPLOYED IN 96 DAY CARE CENTERS, NURSERIES, HEAD START PROJECTS, AND MIGRANT WORKER DAY CARE CENTERS RESPONDED TO A QUESTIONNAIRE TO DETERMINE THEIR MAJOR TASKS. THE TASKS WERE ANALYZED TO ASCERTAIN THE KNOWLEDGES NECESSARY FOR THEIR PERFORMANCE, AND THESE WERE CLASSIFIED INTO CHILD DEVELOPMENT, MATERIALS AND EQUIPMENT, PHYSICAL ARRANGEMENTS, AND MANAGEMENT KNOWLEDGES. NO RELATIONSHIP WAS FOUND BETWEEN THE WORKER EDUCATIONAL LEVEL AND THE TASKS PERFORMED. DIFFERENT WORK CATEGORIES INVOLVE DIFFERENT LEVELS OF KNOWLEDGE. ALL CHILD CARE WORKERS NEEDED KNOWLEDGE AT THE LOWEST LEVEL WHILE FEWER WOULD BE EXPECTED TO POSSESS KNOWLEDGE AT THE HIGHEST LEVEL. CHILD CARE WORKER EDUCATION COULD BE EXPEDITED BY THE DEVELOPMENT OF A KNOWLEDGE TAXONOMY AS A BASIS FOR A SPIRAL CURRICULUM WHEREBY THE VARIOUS LEVELS OF KNOWLEDGE COULD BE TAUGHT AT THEIR APPROPRIATE PLACE TO PREPARE STUDENTS FOR ENTRY LEVEL JOBS AND OCCUPATIONAL MOBILITY. BASIC CHILD CARE KNOWLEDGES PROBABLY SHOULD BE TAUGHT AND DESIRABLE PERSONAL CHARACTERISTICS DEVELOPED IN HIGH SCHOOL. A TENTATIVE TAXONOMY OF LEVELS DERIVED FROM BLOOM'S CONCEPT OF THE COGNITIVE DOMAIN, A LIST OF PERSONAL CHARACTERISTICS REQUIRED TO WORK EFFECTIVELY WITH CHILDREN, REFERENCES, RESEARCH DATA, AND THE QUESTIONNAIRE ARE INCLUDED. (FP)

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A Survey and Analysis of Major Tasks, Knowledges Associated with Work in Child Care Occupations

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U.S. DEPARTMENT OF
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INTRODUCTION

Problem

This study was designed to identify knowledge and competency clusters associated with effective work in non-professional child care occupations.

Background

The need for competent child care workers is growing. Steadily increasing percentages of mothers are engaged in out-of-home work and seek day care services for young children. Larger numbers of nursery schools, kindergartens, and private day nurseries are employing para-professional aids for routine non-professional work. Both public and private agencies are expanding efforts to provide special services for orphans and disadvantaged and handicapped children. The growth of Head Start Programs, day care centers for children of migrant workers, and foster homes are examples.

These developments constitute an expanding opportunity for women to earn incomes from out-of-home work which is of immense value to the nation.

Of equal importance, while mothers' care for their own children is not officially classified as a "salable skill," that economically and culturally basic occupation is the largest in the world.

Fortunately, massive developments in food, shelter, and health technologies are increasing survival rates and elemental security. However, growing bodies of research demonstrate that the quality of human perceptions, goals, and relationships depends largely on educational programs that prepare mothers and child care workers to foster children's full intellectual, physical, and emotional development.

Clearly, both the incomes of many women and the national well-being can be enhanced by educational programs designed to prepare people for effective child care work.

For the above reasons, the study sought to (1) identify the major types of tasks commonly performed by non-professional level workers in child care agencies and (2) the major types of knowledge and capabilities involved in performing those tasks as well as is possible.

Such information will help vocational educators develop curricula and instructional materials needed to prepare child care employees to work effectively. This information will be equally useful as a partial base for family living education in high schools and community colleges.

The study constitutes one phase of a more comprehensive task and knowledge clusters study conducted by the Vocational-Technical Education Research and Development Project at Washington State University.

One major purpose of this Project is to identify knowledges and competencies most likely to maximize the career-long occupational opportunity, competence, and choice of non-college bound youth in an evolving technological society.

The objective is to obtain facts about what major types of tasks are actually performed in occupations most likely to provide employment opportunity for substantial percentages of non-college bound youth and to identify major types of knowledge most likely to prepare them for such work. On the basis of Bureau of Labor Statistics projections, the following occupational areas were selected for study: office, general merchandise retailing, building trades, electronics, food service, and child care.

This research is rooted in the philosophic premise that occupational freedom involves both informed choice of alternatives and competence to work effectively. The economy needs constantly large numbers of workers possessing new capabilities, but youth can evaluate only those occupational choices that they perceive. They are free to perform only the kinds of work for which they acquire competence.

An abundance of evidence demonstrates that for many youth occupational choice and acquisition of vocational competence is constricted by limited outlooks and motivations. For these reasons, studies of occupational perceptions and aspirations constitute other dimensions of this Project.

This specific phase of the Project reports tasks and knowledges most widely associated with non-professional work in child day care centers.

Review of Related Research

In 1965 Swope assembled facts indicating an increase in demand for non-professional child care services (2).

Dennis has also noted that, "All indications point to the need for more and better trained workers in child day care centers who will work under the direction of professionally trained supervisors." (3)

The rising demand for out-of-home child care services grows largely from the increasing percentage of women engaged in out-of-home occupations. In 1964, 28 per cent of working women had children under eighteen years of age and over 1/3 of that group had children under six years of age. (4)

During the six-month period November, 1966, to May, 1967, 96 groups querried the Washington State Department of Public Assistance about licensing as Day Care Centers. Thirty have been licensed. Sixty-nine are in the process of being licensed. Sixty-six inquiries are awaiting action. The number of applicants is expected to increase in the coming year. (5)

In the State of Washington 88 summer Head Start Centers will be operable in 1967. This is an increase of eleven over 1966. Sixty-seven full year programs are scheduled for 1967-68. That is 12 more than in 1966-67. (6)

"Babysitting" is not a new occupation in the United States. But the growth of child care services performed for large groups in institution-type settings increases the need for training that enlarges people's capability to do such work well.

The 1966 edition of the Child Welfare League of America's manual, "Guide for Establishing and Operating Day Care Centers for Young Children," states:

> Most parents today are aware of the importance of these early years in their children's lives. More and more, they look to the community to supply a variety of child care services to supplement their own efforts in helping their children grow up into healthy, happy, responsible adults. (7)

Hromadka recently inquired into the nature of adequate child care work and the capabilities of non-professional employees to perform such work. He concluded few employees are adequately trained. (8)

This study was designed to ascertain tasks currently performed by non-professional workers in the general area of child care

and to identify knowledges essential for their performance. It is assumed that a thorough study will provide a better basis for training programs. Whitmarsh conceptualized some child development knowledges commonly needed by both mothers and child care service workers. She also identified some unique ones needed by employees of child care agencies. (9)

Reviewing the rising number of training programs being developed by various institutions and agencies, Burmeister concludes that:

> All these activities indicate that there is movement and imagination in the direction of better training for child care workers. These efforts will be strengthened when institutions themselves take greater responsibility for more consistent in-service training. (10)

The paucity of research reports indicates that relatively little has been done to identify either the actual tasks performed by non-professional workers engaged in child care services or the cognitive and affective capabilities associated with effective work. More accurate information about those matters will help vocational educators plan curricula and instructional materials needed to meet a growing economic need and to prepare more individuals for the occupational opportunities inherent in that need.

Objectives

To ascertain and analyze the tasks currently performed by workers in child care service occupations, data were collected, classified, and analyzed to:

Conceptualize and rank major categories of tasks according to frequency of performance.

Conceptualize and rank specific tasks most frequently performed within the major task categories.

The relationship of the task performed and the education and training level of the workers.

Identify similarities and differences of tasks performed by persons working in various types of child care centers, private nursery schools, migrant worker day care camps, community cooperative day care centers, and Head Start centers.

To ascertain existing relationships between training and present work assignments and patterns, data on employees' education, and ages were obtained.

Knowledge Requisites

The second objective of this study was to analyze the most frequently performed tasks to determine the knowledges requisite for their performance.

Limitations of the Study

This study was confined to identification of tasks performed by workers in four types of child care service agencies: (1) private day care nurseries, (2) migrant day care nursery centers, (3) community cooperative day care centers, and (4) Head Start Projects. Knowledges involved in performance of tasks were identified by a jury of supervisors and educators who analyzed the tasks most frequently performed.

The agencies studied serve pre-school children during the day and, in some cases, early evening hours.

Definitions

Day Care of Children refers to the variety of arrangements and services parents choose for the care of their children during the day.

Day Care Centers are institutions which provide out-of-home care for a group of children during the day. Centers covered by this study include privately owned and operated day nurseries and play schools, migrant worker day care camps, community cooperative day care centers, and Head Start projects whose purpose is to supplement parental care and supervision for pre-school age children.

Child Care Service Workers are persons who are employed in day care centers.

Knowledge is information and concepts utilized by workers. As defined by this study, knowledge does not imply an action by the worker. We ascribe to the definition of knowledge as given by Bloom: (11)

> Knowledge, as defined here involves the recall of specifics and universals, the recall of methods and process, or the recall of a pattern, structure, or settings.... In an analysis of the various knowledges, those of specifics, terminology, specific facts, ways and means of dealing with specifics, conventions, criteria, methodology, universals, and abstractions, principles and generalizations and theories are included.

Task is an activity constituting a distinct and necessary part of the work done by an employee. It is a work unit involving specific acts, procedures, techniques, and judgments. (12)

Pre-School Child is one below the age of six and not in school.

Leading-edge Child Care Institutions are those which are licensed in the State of Washington or recommended by supervising officers as reflecting the best in current child care practices.

Task Categories are combinations of commonly interrelated tasks. "Prepare and care for materials" and "Plan Activities" are examples.

METHOD

Tasks

The Instrument

A field-tested survey instrument developed as part of an earlier activity of this project was slightly modified for use in this study and is included in Appendix D. (1)

The Choice of Institutions

Mrs. Virginia Fenske, Director of the Child Care Agency of the Washington State Department of Public Assistance; Dr. Mary Gallwey, Chairman of the Department of Child Development, Washington State University; and Miss Marianne Andrews, Director, Home and Family Life Education, Washington State Board for Vocational Education, identified 96 leading-edge child care institutions in the state. These are high quality,

pace-setting child care centers whose supervisors and workers might agree to participate in the study. These centers also serve substantial numbers of children in representative geographic areas of the State.

Eighty cooperative community day care centers, nine private day nurseries, three Head Start Projects, and four migrant worker day care camps located throughout the State of Washington were contacted to participate in the study. Representative centers in each category were visited and others were contacted by telephone. Supervisors were interviewed and acquainted with the purpose of the study. Other centers were similarly contacted by mail. Directors willing to participate in the study were requested to indicate the number of questionnaires they would need to query their employees.

Since participating Directors demonstrated active interest in this study, it is assumed that they distributed questionnaires in accord with instructions. The quality of data on questionnaires returned indicates that they did so.

Procedures

Four hundred ninety-nine questionnaires were distributed during October, 1966. Two hundred fifty-nine were returned by a representative portion of the sample. Four were unusable. No particular non-response pattern could be detected. Returned questionnaires were received from 22 private center workers, 26 migrant center workers, 59 Head Start Project workers, and 152 community cooperative center workers.

Responses were tabulated and cross classified in terms of employees' age, types of training, and types of agencies in which they were employed.

The data obtained from the returned questionnaires were processed at the Washington State University computing center on an IBM/360 Model 67 computer.

RESULTS

Knowledges

Knowledges were derived from the tasks performed by at least 50 per cent of the workers. The experiences of others who

have endeavored to identify knowledges necessary for performing tasks has shown that for populations similar to that of this study it is best to use an indirect approach. (13, 14, 15)

A schema for identifying and classifying knowledges was devised. The following four category classification was developed: (1) Child Development, (2) Materials, (3) Physical Arrangements, and (4) General. The knowledges conceptualized were those the jury deemed to be directly involved in effective performance of major tasks. "Child Development Knowledges" are those that help employees foster children's physical, social, intellectual, and emotional development. The "Materials Knowledge" category refers to knowledge about animals, plants, books, visual aids, art supplies, and other materials used in a center. "Physical Arrangement Knowledges" refer to knowledge about physical plant and major equipment. The "General Knowledge" category includes a miscellaneous collection of knowledges that cannot be classified in the other three categories. Items in this category have greater communality with knowledges useful in other vocational fields than those in the first three categories.

The knowledges derived represent knowledge as defined by Bloom which has been given previously. In deriving these knowledges, assistance was obtained from child care and development experts, home and family life experts, and vocational education experts. These experts were drawn from the College of Home Economics, Washington State University, and the Washington State Office of Vocational Home and Family Life Education. The knowledge analyses were prepared and then submitted to the panel for revision. After approval of the panel, the knowledge analyses were included in the report.

Worker Characteristics

An analysis of the data showed that only 2 per cent of the child care workers were male, 98 per cent were female. Fifty-two per cent of the workers were over thirty years of age.

Two thirds (67 per cent) of all workers received on-the-job training; 14 per cent received job training in high school, and 18 per cent taught themselves. All supervisors personally interviewed said they would prefer workers who are trained before hiring them but at present few are available.

Approximately 90 per cent of all child care service workers have 12 or more years education; notwithstanding over 1/3 of the migrant workers have less than 12 years and almost 1/2 of the Head Start workers have 16.

Table I

Education Level

Type of Center	Per cent of workers having the designated number of years formal education			
	Less than 12	12	13 - 15	16 or more
Private	14	52	24	10
Migrant	36	24	12	28
Head Start	12	29	10	49
Coop	3	38	28	31

As a national policy, state teaching certifications are not required of Head Start teachers. However, teachers must have experience and training in early childhood education. The education level of teacher aides varies from fourth or fifth grade through high school and beyond according to Mrs. Margaret Johnston, Regional Training Officer, Project Head Start, Seattle, Washington. (6)

A binomial test for significance of relationship between level of education and task performance was made. The results showed that the level of education of the worker does not have a significant effect at the .04 level on the tasks she performs.

Day care centers, other than private ones, are relatively new enterprises, and this may account for the small percentage of workers in the same position more than five years. Also, the mobile life of the migrant worker may account for the large percentage of workers who have held the position less than one year in migrant centers. It was the practice of the migrant center visited to employ migrant women.

Appropriations for the Head Start Project were made in 1964 making it impossible for anyone to have worked in that program more than five years. It is assumed that workers may have done other child care service work or other type educational work and considered this the same occupation which may account for the Head Start figures in Table II.

Table II

Years in Present Occupation

Type Center	Per Cent of Workers Employed Less than 1	1 - 5	More than 5
Private	13	32	55
Migrant	58	31	11
Head Start	46	30	24
Coop	39	43	18

Task Analysis

Table III lists the major tasks which workers perform in order of frequency.

Table III

Ranking of Broad Tasks According to Frequencies with Which Workers Responded to Items Within the Major Broad Task Categories

Prepare materials

Assist children with routines

Direct or assist with activities

Prepare food

Perform housekeeping tasks

Perform secretarial and clerical tasks

Work with parents

Purchase supplies and equipment

Plan activities

Perform administrative tasks

For the purposes of this study, tasks performed by 50 per cent or more of the workers responding were ranked in order of frequency with which they were performed within the broad task categories. Appendix A provides these data.

All items listed in the questionnaire under Preparation of Materials were performed by over 70 per cent of all workers in all types of centers.

Over 70 per cent of all workers in all types of centers prepared art and creative materials, with the exception of migrant center workers where 44 per cent performed this task.

Under the questionnaire category "Assisting Children with Routines," tasks involved with physical routines of the child--eating, using the bathroom, dressing properly for outdoor or indoor play, resting--were performed by 50 per cent or more of the workers.

Workers were called upon to introduce a new child to the center and to assist emotionally upset children.

The more difficult tasks of meeting a child's emotional needs--introduce a new child to the center and supervise and help a child isolated because of emotional upset--are also performed by over 60 per cent of the workers. While it is usually assumed that this type of task requires professional or near-professional training and emphasizes the need for professionals in this type work, it is evident that non-professional workers are performing these tasks.

In the questionnaire category "Directing and Assisting with Activities" all but three tasks were performed by at least 50 per cent of the workers. The tasks not performed by 50 per cent were supervisory in nature.

Under "Food Preparation," over 70 per cent prepared snacks and were involved in serving and clearing food while in contrast only 21 per cent actually prepared meals.

Food is served by over 80 per cent of all workers in all types of centers, except Head Start where 68 per cent did this. Generally, the same is true for clearing away and cleaning up soiled dishes. This would seem logical because Head Start programs make use of school cafeterias in many instances.

General housekeeping tasks were performed by over 3/4 of the workers reporting. Storage of equipment and materials and proper arrangement of furniture and equipment are high priority tasks of all workers as are general cleaning and washing of

equipment. Sixty-seven per cent of all workers in all types of centers perform this type task.

In general, the Head Start workers performed a smaller percentage of the housekeeping tasks than workers in other type centers. This might be expected since many Head Start projects are carried on in public schools where janitorial service is available.

However, in all tasks listed over half of all workers, including Head Start, performed housekeeping duties.

Generally, workers in private centers are called upon to do more clerical work than those in other type centers. Head Start workers are required to keep records more frequently than workers in other type centers.

Workers over fifty performed a larger percentage of clerical tasks than younger workers.

Within the questionnaire category, "Working With Parents," over 75 per cent of workers in all types of centers talked informally with parents and answered their questions. Well over half of all workers in all educational categories--except those with less than eight years of education--were involved in these tasks.

Over half of all the workers in all types of centers helped to decide the needs of the institution.

Keeping records of supplies used and needed was the responsibility of over half of the workers in all types of centers with the exception of community cooperatives where 38 per cent of the workers performed this task.

Tasks involved with helping to plan the program and activities of the child care center were performed by 50 per cent or more of the workers. Only in the Head Start Program were less than half (45 per cent) of the workers involved in planning the programs of the center.

The data showed that 73 per cent of all workers were involved in supervising the safety of children. In private nurseries and migrant centers over 80 per cent of the workers filled out accident reports. Over half the workers kept records, communicated with parents in some way, and reported to administrators important happenings during their time on duty. However, only 37 per cent of the workers in community cooperative centers kept records.

Knowledges

The knowledges associated with performance of major child care tasks were classified into four categories: Child Development Knowledges, Materials and Equipment Knowledges, Physical Arrangements Knowledges, and Management Knowledges. Appendix B presents knowledges classified in these categories. The order of listing does not imply a ranking of importance.

Analysis of work performed by employees responsible for routine tasks and by those responsible for planning, management, and supervision indicates that different categories of work involve different levels of the knowledges listed in Appendix B. For example, professional level workers need higher levels of knowledge of emotional development processes and patterns than do entry level workers. However, most professional workers need most of the knowledges used by entry workers.

Efficient programs for education of child care workers could be expedited by the development of a knowledge taxonomy. The various levels of knowledge could be taught in their appropriate place and a spiral curriculum could be developed. This study was not originally designed to develop such a taxonomy. However, a general concept of a possible taxonomy has evolved and in tentative form is presented in Appendix B. It is hoped that further research will fill out this model.

Appendix C is a tentative taxonomy of levels derived from Bloom's (11) concept of the cognitive domain. The lowest level is the Knowledge of Specifics and is intended to imply specific and isolatable bits of information. This knowledge which is at a low level of abstraction may be thought of as the knowledge elements from which more complex and abstract levels of knowledge are built. For example, the knowledge "cleaning and repairing materials" in the Materials--Knowledge of Specifics cell means that the worker should know what cleaning and repair materials are. This does not mean the worker knows how they are used; only that they are cleaning or repairing materials.

The second level of knowledge is Knowledge of Ways to Apply Specific Knowledges. This is an intermediate level of abstraction between specific and universal. It does not so much imply ability to use materials or concepts as it does an awareness of their use. The knowledge of "clothing requirements appropriate for various conditions" in General--Ways to Apply Specific Knowledge cell means the worker not only knows the specific clothing requirements, but also knows the relationship between the clothing and the activity. In this sense, the worker has organized some isolated facts into a meaningful chain.

The highest knowledge level of abstraction and complexity is Guiding Concepts Derived from Knowledge. These are the large structures and generalizations which dominate a field or which are quite generally used in studying phenomena or solving problems. The knowledge of a "child's physical development" in the Child Development--Guiding Concepts cell means that a worker operating at this level would have a very comprehensive knowledge of child development. She would not only recognize facts and those which are related, but also possess a well rounded and systematic view of the processes by which they are utilized.

In structuring the knowledges for Appendix C, each one has been listed at all levels up to and including its highest required level. For example, the knowledge "principles of interpersonal relations, oral and written communication" rightfully belongs in the highest category. However, there are some isolated bits of information from which that principle is derived that are assumed if this knowledge is to be correctly applied; therefore, that item is listed in cells for all three levels.

Personal Characteristics

Analysis of the tasks performed has produced a list of basic knowledges requisite to their performance. However, it is obvious that child care workers also must have certain personal characteristics to be effective workers (16, 17, 18, 19). It is the nature of the child care work that any person pursuing it should have these characteristics:

The child care worker should be relaxed, patient, and secure within herself.

The child care worker should possess a sense of humor, be warm, outgoing, and firm but not dominating.

The child care worker should enjoy and accept children as they are.

The child care worker should be personally clean.

In relation to these characteristics, the child care worker should be confident of her ability yet realistically aware of her limitations.

Discussion

With over half the workers thirty years of age or older, a question arises with respect to the type of training appropriate for the high school level. Two possibilities which exist are: One, child care workers will continue predominantely to enter the work force approximately ten years after high school. Two, high school students will become more aware of the possibilities for child care work and enter the work force earlier. In either case, it would seem desirable to teach basic child care knowledges and develop desirable personal characteristics in high school. With a basic background established, students could pursue the study of child care in greater depth either in high school, community college, or on the job. Because the care of children is basic to family life, even those who do not pursue the child care services as a career could benefit from acquisition of the basic knowledges.

Major categories of tasks are performed by a majority of the workers. However, there was no relationship between the workers' level of education and the tasks performed. In light of the shortage of well-trained child care workers, a division of task responsibilities might make more efficient use of all workers' time and training. Such a division could also facilitate the entry of workers into the field and their subsequent advancement resulting from further experience and training.

In presenting knowledges, it is recognized that various child care workers need to have knowledge at various levels. All child care workers could be expected to possess knowledge at the lowest level, while fewer would be expected to possess knowledge at the highest level. Curriculum-wise, this presents an ideal situation. For the first exposure the student can be introduced to a fairly narrow area of knowledge. Then her education spirals, increasing in breadth and depth. A beginning child care worker might possess a relatively small amount of knowledge in the four areas. This being the case, the worker could operate effectively doing a few fairly routine tasks. With increased experience and training, the worker could gain more knowledge about the center in general and possibly about a specific area in considerable depth. For example, even a relatively low level worker might become quite knowledgeable in the materials category while possessing only limited and lower level knowledge in the other categories. Quite obviously, the effectiveness and quality of an employee's work is increased as she acquires higher levels of knowledge.

Data obtained by this study indicates that workers at all levels of education reported doing tasks which, if done most

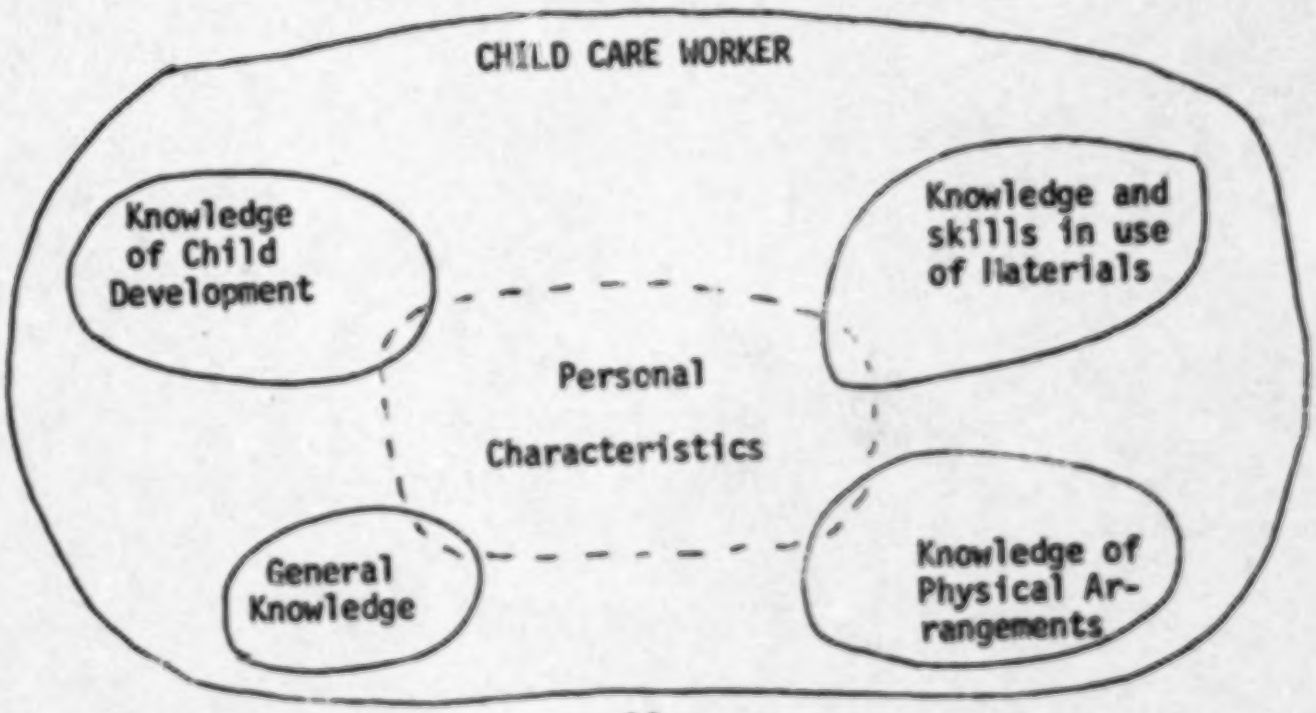
effectively, would require high level knowledge. One might speculate on either of two circumstances. One, although the workers did not have a great deal of formal education, they may have acquired some requisite knowledge in other ways. Or, two, and more likely, the workers perform the tasks with something less than maximum effectiveness. The task data only show what a worker did, not how well she did it.

The study reports those tasks performed by 50 per cent or more of the workers. Tasks involving policy and overall plans of the center were performed by less than 50 per cent of the workers. Because consistent job titles were difficult to ascertain, it is possible that these tasks were performed by the professionally trained workers.

To work effectively with children requires certain personal characteristics which have been noted previously. Some of these characteristics pertain quite directly to the worker-child relationship itself; others are more broadly relevant.

It would be well to present a schema for the relationships between the three facets of child care work under discussion: tasks, knowledges, and personal characteristics. The child care worker performs within the total context of the child care center which includes the child, other workers, equipment, and so forth. The worker possesses knowledge together with a background of personal characteristics. The worker

Figure I



acting in harmony with her personal characteristics selects and integrates appropriate knowledge elements to effectively perform tasks affecting the child's world as a whole. For example, suppose the worker performs the task "prepare art materials." First, she must have knowledge of the specific materials as well as knowledge of the ways of working with these materials. Next, the worker must know the appropriate physical arrangement of the art materials for the children's use. Finally, the worker must take into account any health or safety factors associated with the materials and their use. Above all this, someone had to have a broader knowledge of the child's development to recognize the appropriateness of the particular material being prepared.

A most important point here is that knowledges are necessary but not sufficient for the effective performance of tasks. The tasks are performed within the universe of the child's world, and their total effect must be realized.

RECOMMENDATIONS

This study has been an initial effort in deriving knowledges from tasks. The classification scheme presented is gross. A great deal more work needs to be done in refining and validating the knowledges presented. Further refinement and development of a taxonomical structure useful in child care is essential. If a taxonomy were developed, it would facilitate the development of a spiral curriculum. Workers trained through the spiral approach would possess the necessary knowledge for entry level jobs and the necessary knowledge upon which to build open-ended careers. These basic knowledges would also facilitate cross occupational mobility. Above all, for child care itself, a spiral curriculum based upon a well-defined taxonomy of knowledge could provide a basis for training to meet the needs of this rapidly expanding field.

SUMMARY

The area of child care service is rapidly growing. Increasingly well trained workers will be required to meet the demand. This study utilized a previously developed survey questionnaire to determine from workers in the field the major tasks they performed. These tasks were analyzed to ascertain the knowledge necessary for their performances.

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APPENDIX A

RANKING OF CATEGORIES OF TASKS AND OF TASKS WITHIN CATEGORIES PERFORMED BY 50 PER CENT OR MORE OF NON-PROFESSIONAL LEVEL CHILD CARE WORKERS

Categories are listed in order of the frequency with which tasks within them are performed by 50 per cent or more of workers.

Items within each category are listed in order of the frequency with which each task is performed by 50 per cent or more of workers.

I. Prepare and Care for Materials

1. Arrange materials and equipment
2. Assemble equipment and materials
3. Store equipment ready for use
4. Dispose of wastes
5. Make and prepare art materials

II. Assist Children with Routines

1. Supervise snacks or meals
2. Supervise toilet and washing acts
3. Help children dress and undress
4. Introduce new child to center
5. Administer first aid
6. Assist emotionally upset children
7. Supervise rest periods

III. Direct or Assist with Activities

1. Assist individual children
2. Routine clean-up of facilities
3. Assist children in group play
4. Supervise manipulative play
5. Assist children with emotional or social problems
6. Supervise creative activities
7. Arrange equipment and materials
8. Read or tell stories
9. Supervise outdoor play
10. Supervise dramatic play activities
11. Help plan and evaluate activities
12. Observe children

13. Dispose of wastes
14. Supervise special activities such as parties, field trips, etc.
15. Administer first aid
16. Store supplies and equipment in central storage
17. Store supplies and equipment in own room
18. Select recorded music
19. Supervise balance of individual and group activity
20. Teach and lead singing and rhythmic activity
21. Ascertain child's state of health
22. Assure wearing of clothing appropriate for temperature and activities

IV. Prepare and Serve Food

1. Serve food
2. Remove unused food
3. Remove soiled dishes
4. Prepare snacks
5. Care for equipment
6. Store equipment
7. Wash dishes
8. Plan meals and/or snacks
9. Set table
10. Plan food for special occasions
11. Prepare food for special occasions
12. Help children prepare food for special occasions

V. Perform Housekeeping Tasks

1. Store equipment and materials
2. Arrange and rearrange furniture
3. Clean floors, walls, cabinets
4. Wash toys and equipment
5. Dispose of wastes
6. Wash doll clothing and dress-up clothing
7. Make minor repairs of equipment and furniture
8. Feed animals and/or water plants

VI. Perform Secretarial and Clerical Tasks

1. Greet guests
2. Keep records
3. Take notes at staff meetings
4. Receive and deliver messages

VII. Work with Parents

1. Talk informally with parents
2. Participate in parent meetings
3. Answer parents' questions
4. Help acquaint parents with services and facilities
5. Participate in individual parent conferences

VIII. Purchase Supplies and Equipment

1. Help determine equipment and supply needs
2. Keep lists of supplies to be ordered

IX. Plan Activities

1. Assist teacher staff with program planning
2. Help determine goals for year's program

X. Perform Administrative Tasks

1. Supervise safety
2. Participate in staff meetings
3. Communicate with children's parents
4. Participate in planning and evaluation of program
5. Report accidents and other urgent events
6. Make and record observations for use by administrators
7. Keep records

APPENDIX B

CHILD DEVELOPMENT KNOWLEDGES

For child care workers to perform their work effectively, they need knowledges such as those tentatively outlined below.

Children's potential for growth and development.

Concepts of maturation--nature, processes, potentials. Ways children acquire:

- sense of security
- self concepts
- sense of identity, involvement, and contribution
- capability for independent thought, choice, and decision, self-discipline
- capability to initiate and maintain interpersonal relationships that are responsible, satisfactory, productive, and rewardful
- values--social, esthetic
- capability for purposeful and productive work
- leadership capability

Inter-relationships of physical, emotional, and mental development and maturation.

Processes and sequences of physical growth and development:

- signs of development
- signs of retardation

Processes and sequences of emotional development: from dependence to independence.

Factors that affect mental-emotional health:

senses of security, fear, humiliation

senses of achievement, inadequacy, failure

Processes and sequences of social development:

from selfishness to unselfishness

from parallel play to group play (children play near--parallel--other children before they join the group)

children need to be with other children

children need a variety of experiences to help them cope with their world

from egocentric to socialized functions of language (from one word verbalization bringing attention to self to sentences imparting or requesting information)

Processes and sequences of intellectual development. Ways children:

perceive

memorize

acquire sense of relationships

acquire concepts

learn to reason

learn to imagine and create

Factors that affect intellectual development:

experiences

motivations

achievements

failures

Diet and food services:

Children's nutritional needs

Signs of malnutrition

Relationships between center and home feeding

Food acceptance and eating habits develop in progressive steps:

Importance of helping children acquire positive, accepting attitudes toward eating.

Uncrowded, simple service is easiest for children to manage.

Small portions make eating easier for small children--1 tablespoon per portion for each year of age is a simple guide.

Foods offered in different forms make them more acceptable. (For example: vegetables--peas, cauliflower, cabbage--served raw may be more palatable than cooked servings.)

Often common foods simply and attractively prepared and served are most acceptable to children.

Appetites vary among children (and within a particular child at different times).

Food "jags" occur among children and are not a serious threat to health because generally they do not last long.

Highly seasoned food and extreme temperature differences are not satisfying to most children.

Sensory experiences with food may help a child accept it.

Let the child touch the food--be "messy."

Some freedom to eat in his own way may help the child to accept a new food.

Basic food handling principles:

Sanitation in handling food and food preparation equipment:

Proper refrigeration and storage.

Proper cleaning and serving practices for uncooked foods.

Sanitary practices for cleaning and storing equipment.

Efficient food service procedures.

Basic techniques for preparing food in quantity.

Health and sanitation standards and practices:

Health certification for employees.

Workers' responsibility for maintaining personal health.

Health checks for children--pre-admission and daily periodic examination.

Safety rules and regulations.

Basic first aid.

Signs of ill-health and precautions necessary

How to obtain help in case of serious illness or accident

How to contact parents

Safety rules and practices

How to detect and eliminate hazards

Materials and equipment

Children learn through the use of all senses. Consequently, materials and equipment should be safe to see, taste, touch, feel, and smell.

Access to a variety of materials and equipment helps children develop broader understandings and enjoyments.

Preparation of food, as a creative material, can stimulate interest in a new food or make a common food special.

Recipes and instructions for making art and other creative materials are available and should be utilized.

Record players enrich programs.

- Recordings should be selected to create varied settings to satisfy the needs of the child.

- Record players and other electrical equipment should be grounded for safety.

A water table has multiple uses.

Reading, telling stories, singing, dancing, and listening simulate creativity, dramatic play, emotional release, and esthetic development.

Art media--tempera paint, finger paint, play dough, clay, crayons, chalk, etc.--provide opportunities for creative expression and emotional outlets.

- Many articles discarded by homemakers can be effective creative materials. (Examples: plastic bottles, paper boxes and cartons, card board tubes from toilet tissue)

- Many household supplies and utensils can be effective tools for creative activities. (Examples: cookie cutters, macaroni, rice, spring mixers, sponges, measuring spoons)

Tables and chairs should be "child size."

- Chairs should be well balanced and of height so feet rest comfortably on the floor.

- Tables should be of comfortable height to make it easy to work with hands and arms.

Care of plants and animals.

Record keeping procedures.

APPENDIX C

TENTATIVE TAXONOMY OF KNOWLEDGE ASSOCIATED WITH THE PERFORMANCE OF MAJOR CHILD CARE TASKS

Child Development
Physical, Social, Emotional, Intellectual

Knowledge of Specifics	Child's physical development Child's emotional development Child's intellectual development Child's social development Proper attitudes toward eating, rest Nutrition requirements Child readiness for activities such as eating, play, listening, etc. Specific bathroom procedures Sex information pertinent to healthful development Characteristics of food servings appropriate for children
Ways to Apply Specific Knowledge	Child's physical development Child's emotional development Child's intellectual development Child's social development Proper attitudes toward eating, rest Nutrition requirements Child readiness for activities such as eating, play, listening, etc. Specific bathroom procedures Sex information pertinent to healthful development Characteristics of food servings appropriate for children
Guiding Concepts Derived from Knowledge	Child's physical development Child's emotional development Child's intellectual development Child's social development

Materials

Knowledge of Specifics	Existence of art materials, animals, plants, toys, books, other equipment Characteristics of art materials, animals, plants, toys, books, other equipment First aid procedures Cleaning and repairing materials Waste materials
Ways to Apply Specific Knowledge	Handling, care, and safe use of art materials, animals, plants, toys, other equipment Storage of art materials, plants, animals, toys, other equipment First aid

Physical Arrangements

Knowledge of Specifics	Safety standards for child care centers Physical arrangements conducive for activity Eating facility arrangements for children
Ways to Apply Specific Knowledge	Physical arrangements conducive for activity Safety hazards

General

Knowledge of Specifics	Principles of interpersonal relations, oral and written communication Health problems and accident situations and recognition Activity evaluation principles Clothing requirements appropriate for various conditions Effective observation of children Basic food preparation principles for large groups Record-keeping principles Permissive control principles Policy of the child care center toward health and accident situations, general procedures
Ways to Apply Specific Knowledge	Principles of interpersonal relations, oral and written communication Health problems and accident situations and recognition Activity evaluation principles Clothing requirements appropriate for various conditions Effective observation of children Basic food preparation principles for large groups Record-keeping principles Permissive control principles Relationship of child care center to the child, family, community Policy of child care center toward health and accident situations, general procedures
Guiding Concepts Derived From Knowledge	Principles of interpersonal relations, oral and written communication Health problems and accident situations, recognition Activity evaluation principles Effective observation of children Record-keeping principles Permissive control principles Relationship of child care center to the child, family, and community Policy of child care center toward health and accident situations, general procedures

APPENDIX D

CHILD CARE QUESTIONNAIRE

You can help our schools give your sons and daughters the kinds of education they need to earn good incomes.

As you know, many changes are taking place in the kinds of work people do. Schools need up-to-date facts about exactly what kinds of work are being done. Those facts will help schools provide useful training.

You have been selected to help with a nation-wide study to show what actual kinds of work people in various occupations do.

The information will be STRICTLY CONFIDENTIAL.

Your cooperation is appreciated and will help your schools prepare young people to earn good incomes.

After you have completed the attached questionnaire, return it promptly in the enclosed self-addressed envelope. No postage is necessary.

This Project is sponsored by:

Washington State University
University of Idaho
Washington State Board for Vocational Education
Idaho State Board for Vocational Education

The Following General Information
Would Be Very Useful in This Study

In questions 1 - 4, please fill in the blank with the necessary information.

1. Name _____

2. Present Job Title _____

3. Name of Employing Firm _____

4. Address of Employing Firm _____

In questions 5 - 6 check (✓) all the answers that apply to you.

5. In which area do you work?

___ 1. Building Trades
___ 2. Electronics
___ 3. Child Care
___ 4. Food Service
___ 5. Retail Sales
___ 6. Office
___ 7. Agriculture

6. Where did you receive your specialized occupational training?

___ 1. On the job (not apprentice)
___ 2. Apprentice
___ 3. Military
___ 4. Business College
___ 5. Trade or technical school
___ 6. Correspondence
___ 7. Specialized school (for example: IBM Key Punch School, Heavy Equipment School)
___ 8. High School
___ 9. Junior College
___ 10. Self-taught
___ 11. Other (Please list)

_____
_____
_____
_____
_____

In questions 7 - 11 please circle the one answer which applies.

7. What was the highest grade of school you completed?
8 or less, 9, 10, 11, 12, 13, 14, 15, 16, or more

8. Sex? Male Female

9. Age? Under 20 20-30 31-50 Over 50

10. For how many years have you been in your present occupation?
Less than 1 year 1 - 5 years More than 5 years

11. How many times have you changed occupations in the past 5 years?
(For example: plumber to sheet metal worker to retail sales = 2 changes)
0 times
1 - 2 times
3 or more times

INSTRUCTIONS

On the following pages is a list of tasks (activities).

Read each task listed.

If you have performed these tasks in your occupation in the past couple of years, check (✓) Yes; otherwise, check (✓) No. IT IS NECESSARY THAT YOU CHECK EITHER "YES" OR "NO" FOR EACH ITEM.

DO NOT CHECK "YES" UNLESS YOU HAVE ACTUALLY PERFORMED THIS TASK IN THE LAST TWO (2) YEARS.

MAKE CERTAIN THAT YOU CHECK EACH ITEM EITHER "YES" OR "NO."

An example may be helpful to you:

YES	NO	
✓	—	Type letters (A check of "yes" indicates you have typed letters as part of your occupation in the past couple of years.)
—	✓	Drive a truck (A check of "no" indicates you have not driven a truck as part of your occupation in the past couple of years, even though you may be able to do it.)

CHILD CARE SERVICES

IT IS NECESSARY THAT YOU CHECK
EITHER "YES" OR "NO" FOR EACH ITEM.

Housekeeping

YES	NO	
		Arrange and rearrange furniture
___	___	Set up and arrange beds
___	___	Make beds and change bed linens
___	___	Clean floors, walls, woodwork, cabinets, storage areas, windows, tables, etc.
___	___	Wash toys and equipment (blocks, dolls, puzzles, etc.)
___	___	Clean cages, pens, or containers for animals
___	___	Feed animals and/or water plants
___	___	Wash doll clothing, dressup clothing, towels, rest mats, etc.
___	___	Make minor repairs or part replacements
___	___	Make major repairs or part replacements
___	___	Repair books
___	___	Store equipment and materials
___	___	Dispose of wastes
___	___	Sand and paint furniture
___	___	Supervise cleaning service
___	___	Supervise maintenance staff
___	___	Cooperate in administrative staff discussion on operation and maintenance of building and grounds

Food Preparation

YES	NO	
		Plan meals and/or snacks
___	___	Plan food for special occasions
___	___	Prepare snacks
___	___	Prepare meals
___	___	Prepare foods for special occasions
___	___	Help children prepare foods for special occasions
___	___	Set table
___	___	Serve food
___	___	Clear away food
___	___	Clean up soiled dishes, etc.
___	___	Wash dishes
___	___	Order groceries
___	___	Inventory supplies and food
___	___	Plan seating arrangement for children
___	___	Care for equipment
___	___	Store equipment

CHILD CARE SERVICES

IT IS NECESSARY THAT YOU CHECK
EITHER "YES" OR "NO" FOR EACH ITEM.

Assisting Children with Routines

YES	NO	
___	___	Help children dress and undress
___	___	Supervise rest time
___	___	Perform daily health inspection
___	___	Administer first aid
___	___	Supervise bathroom procedures (toileting, washing, personal grooming, etc.)
___	___	Supervise snack time and/or mealtime
___	___	Introduce new child to center
___	___	Supervise and help children isolated because of emotional upset
___	___	Care for sick or injured children
___	___	Bathe children

Preparation of Materials

YES	NO	
___	___	Make art and creative materials (paint, dough, clay, etc.)
___	___	Gather equipment and materials for activities
___	___	Arrange materials and equipment ready for use
___	___	Store equipment and materials
___	___	Dispose of wastes

Secretarial, Clerical, etc.

YES	NO	
___	___	Answer telephone
___	___	Take messages
___	___	Accept and deliver supplies
___	___	Type reports, correspondence, etc.
___	___	Keep records
___	___	Take notes (at staff meetings, etc.)
___	___	Greet guests

Directing or Assisting with Activities

YES	NO	
___	___	Help to plan and evaluate activities and programs
___	___	Balance individual activity against group activity
___	___	Administer first aid when necessary
___	___	Store supplies and equipment in central storage area

CHILD CARE SERVICES

IT IS NECESSARY THAT YOU CHECK
EITHER "YES" OR "NO" FOR EACH ITEM.

Directing or Assisting with Activities (cont.)

YES	NO	
___	___	Store supplies and equipment in own room
___	___	Routine clean-up
___	___	Supervise creative activities (painting, playing with clay, etc.)
___	___	Teach and lead singing and rhythmic activity
___	___	Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)
___	___	Assist children individually
___	___	Assist children with group play
___	___	Assist children with problems
___	___	Dispose of wastes
___	___	Identify child's state of health
___	___	Select children's clothing appropriate for temperature and activity
___	___	Arrange equipment and materials to be used
___	___	Supervise special activities (field trips, animals, etc.)
___	___	Read or tell stories
___	___	Select recorded music
___	___	Supervise manipulative play (puzzles, woodworking, etc.)
___	___	Supervise outdoor play
___	___	Observe children (for example, observe in order to help plan the program to meet their needs or to plan the schedule so it will be more effecient)
___	___	Demonstrate techniques for above
___	___	Lead staff discussion related to above
___	___	Supervise teachers in above responsibilities

Planning Activities and Programs

YES	NO	
___	___	Plan goals for year's program
___	___	Help plan goals for year's program
___	___	Plan activities to be offered every day
___	___	Balance individual activity against group activity
___	___	Evaluate plans often and change them when needed
___	___	Plan daily schedule
___	___	Plan special activities (field trips, animals, growing plants, etc.)
___	___	Plan special activities for children with special problems or needs
___	___	Assist teacher staff in program planning
___	___	Assist teacher staff with techniques for meeting special needs of individual children
___	___	Make charts and outlines of ideas for program

CHILD CARE SERVICES

IT IS NECESSARY THAT YOU CHECK EITHER "YES" OR "NO" FOR EACH ITEM.

Purchasing

YES	NO	
___	___	Plan for needs
___	___	Help decide needs
___	___	Order equipment and supplies
___	___	Make lists of supplies needed
___	___	Take inventory for own group
___	___	Take inventory for entire day care center
___	___	Purchase equipment and supplies
___	___	Approve budget expenditures
___	___	Secure data and estimate costs for purchases

Working with Parents

YES	NO	
___	___	Introduce parent to center and its program
___	___	Help acquaint parent to center and its program
___	___	Participate in parent conferences
___	___	Conduct parent conferences
___	___	Talk informally with parents
___	___	Answer parent's questions
___	___	Contact parents in emergency or illness
___	___	Conduct parent meetings
___	___	Participate in parent meetings
___	___	Write reports on contacts with parents
___	___	Write communications to parents (letters, cards, etc.)
___	___	Consult caseworker on parents' problems
___	___	Prepare for referral of child to other agencies
___	___	Counsel parents
___	___	Interpret social history and family background to staff
___	___	Supervise case aids working with parents

Administration

YES	NO	
___	___	Participate in planning and evaluating program
___	___	Keep records (Health reports, fees, attendance, etc.)
___	___	Write reports
___	___	Administer insurance programs
___	___	Hire employees
___	___	Communicate with children's parents
___	___	Establish administrative policies (fee setting, admission, hours, etc.

IT IS NECESSARY THAT YOU CHECK
EITHER "YES" OR "NO" FOR EACH ITEM.

Administration (cont.)

YES	NO	
		Collect fees
—	—	Interview prospective employees
—	—	Schedule and allocate work for entire center
—	—	Schedule and allocate work for own group in center
—	—	Conduct staff meetings
—	—	Participate in staff meetings
—	—	Report accidents and other important happenings
—	—	Make observations for use by administrators
—	—	Supervise safety
—	—	Evaluate and supervise teaching staff
—	—	Train teaching staff
—	—	Assist with in-service training
—	—	Interview prospective clients
—	—	Interpret functions of center to community
—	—	Provide public tours
—	—	Collaborate to write proposals
—	—	Prepare budgets
—	—	Supervise social service personnel

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OFFICE OF EDUCATION

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RETRIEVAL TERMS

600 child care
601 day care centers
602 migrant day care workers
603 nursery school aids
604
605
606

IDENTIFIERS

607 Vocational Education Act of 1963

ABSTRACT

800
801 Reports findings of a 1966-67 interview and questionnaire study providing
802 rank order listings of major types of tasks performed by 50 per cent or
803 more of non-professional child care workers in 96 day care centers, nurseries,
804 Head Start projects, and migrant worker child day care camps. Outlines knowl-
805 edges workers need to perform those tasks effectively.
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